



Results in academic year 2022/2023

- ✓ 101 students, 5 experts by experience (EBEs)
- ✓ 101 self-reflective students' essays
- ✓ 1 reflective workshop = 3 EBEs + 58 students

Self-reflective essay Student support format

Results in academic year 2023/2024

- ✓ 93 students, 7 experts by experience (EBEs)
- ✓ 93 self-reflective students' essays
- ✓ 1 reflective workshop = 4 EBEs + 48 students



How does this tool work?

Self-reflective essays build on students' experiences from the living library as part of the course "Social Phenomena Considered Risky by Society."

1) Students write a self-reflective text based on self-reflective questions. They reflect on a specific story (heard in the living library) and aim to uncover the process of constructing norms in society and to understand the sources of oppression in society.

2) Students work on self-reflective questions throughout the semester. Small peer discussion groups in class helped them with this.

Self-reflective questions		
Causes of social problems <p>How does EBE talk about the causes of his problems? What role do I attribute to his own fault in finding the causes of problems? What does this say about my idea of the causes of social problems?</p>	Solving social problems <p>What solutions to their situation did EBE present in their story? How did I perceive their individual responsibility for solving the problem? What does this say about my idea of solving social problems?</p>	The illusion of innocence of the theories used <ul style="list-style-type: none"> Each story of EBE is accompanied by two social theories. How do you interpret the story and the EBE in the context of each of these theories? What social theories can I use when assessing and resolving an EBE's situation?
Approaches to working with social problems <ul style="list-style-type: none"> How would the expert approach look in relation to the given EBE? How would the participatory approach look in relation to the given EBE? What approach to working with social problems do I tend to choose and why? 	"Black and white" discourse <ul style="list-style-type: none"> In what aspects of the situation do I tend to apply a simplified "black-and-white" view (good - bad, right - wrong, culprit - victim, truth - lie, etc.) and for what reason? 	
<p>3) Students read through the text they wrote about one living book, as well as the answers to the self-reflective questions. They then identify which parts of the texts show signs of thinking in the context of a deficit approach and which parts show an approach focused on needs and supporting people's strengths.</p>		<p>4) During the last lesson of the course, students will present their essays to EBEs and reflect together on their process of working on the text.</p>